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The Bugbear of Home Study

By GEORGE W. LYON
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Decision may be up to the parent—but the author deems "home work" in moderation an aid to mental growth.

THE matter of "home work," or preparation of lessons out of school, is a subject of lively interest to parents and pupils alike. The subject has its strong protagonists, as well as its equally strong antagonists. One of the strongest of these is Dr. Arthur E. Bassett, president of the Board of Education at Swarthmore, Pa. He recently contributed an article, "Conservation of the School Children" to The Literary Digest in which he set forth his arguments against "home work" in any form whatever. Dr. Bassett approached his subject from the layman's point of view entirely. He, as a parent, has seen three of his own children complete the high school course, and his attitude is that of an interested parent rather than of a professional schoolman.

My experience in teaching and supervision includes the rural school, the city high school, the private school and the college in various capacities, extending over a period of some twenty-five years or more. During all this time I have had every opportunity to study this question of "home work" from the standpoint of teacher and school principal, and always with a sympathetic interest in the attitude of both parents and pupils toward "home study." In my teaching experience both in the schools of New York and Pennsylvania I have encountered only occasional and sporadic cases of parental objection, with now and then a parent who professed the same strong convictions that were voiced by Dr. Bassett in his *Digest* article. It may be said for Dr. Bassett that he has adduced about all the best arguments of a general nature available in defence of his thesis, and augmented these by others based on his personal experience as a parent and a school board executive.

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Something for Parents to Decide

As I have studied all these arguments presented in the recent *Digest* article, and many others that I have had to consider in the past from parents opposed to "home study," I conclude that they all lead to a kind of *reductio ad absurdum*. And why? Well, the matter is so very simple, and after all is said and done, it rests entirely with the parent. Let it be clearly understood that there need be no "home work," if the parent sees fit not to have it in the particular case of his own child, when he feels that it would work positive injury to that particular child. The law of every state recognizes the right of the parent as the absolute guardian of the child in all matters affecting his health, happiness, education, and physical well-being, provided that the child receive the minimum of instruction required by law. The state cannot compel a parent to send his child to the public school, if the child's parent elects to pay for the equivalent instruction in a private school. Some years ago the State of Oregon tried to compel all parents to send their children to the public schools. The law met with determined opposition, as it deserved to, and a test case carried to the United States Supreme Court resulted in voiding the law and sustaining the inalienable right of the parent to determine what school, public or private, his child should attend.

Likewise in this matter of "home work," no school authority in any state is vested with the arbitrary power to compel the parent to require "home work" of a pupil. The whole matter is entirely within the determination of the parent, as it should be. It is also a matter affecting the individual pupil, and in the few and relatively rare cases in which a frail, nervous child might suffer any undue strain from being assigned "home work," let the parent exercise his natural right and see to it that in the case of this particular pupil the "home work" is eliminated. It is all as simple as that. I trust that in spite of arbitrary educational methods employed in some school systems, the parent's will is still supreme in his own home, espe-

cially as affecting his child's welfare.

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Moderate "Home Work" Not Harmful

A moderate amount of "home work" is not harmful to the average pupil. We recall that David Harum said: "A moderate amount of fleas is good for a dog, and keeps him from brooding on being a dog." In the same way, a moderate amount of "home work" is good for the great majority of high school boys and girls, if it serves no other purpose than to keep them off the streets, out of degrading movies, dance halls, night clubs, and the like, and to reduce the number of "necking" parties in parked cars along country roads.

There is much to be said for acquiring studious habits in the home, and if they are not acquired in youth, they certainly never are later in life. One of the demonstrated defects of present-day education is the fact that the average graduate of our high schools and colleges can't read, that is to say in the true sense of the term, as Ruskin, Carlyle and Emerson would have had him read, according to their ideas of what really constitutes reading. Give the average graduate a non-fiction book of a profoundly historical, scientific or philosophical character and he will not bring to it the necessary faculties of mind, analysis, and concentration to get at the author's full meaning or to formulate opinions of his own.

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Franklin and Lincoln Did "Home Work"

Benjamin Franklin's education was mostly acquired by "home work" unguided and undirected, and what is more important as indicating his spirit and determination, he went without meat that he might buy books. Let every boy and girl in the land read his *Autobiography* and learn from it his methods of study; how he taught himself English composition; how he learned foreign languages; how he planned a schedule of studies; how he checked up on his progress from time to time, and how he did all this by means of "home work," unaided and undirected.

"When we consider the efforts of Franklin and Lincoln to get an education, we of the present day, a little lacking in stamina and mental fibre, should not object to a reasonable amount of 'home work.' . . . It was 'home work' that made Franklin and Lincoln."

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Abraham Lincoln was another who acquired his education through "home work" in the face of the greatest difficulties and drawbacks, doing his "sums" on the back of a shovel by the light of a pine knot. When we consider the efforts of Franklin and Lincoln to get an education, we of the present day, a little lacking in stamina and mental fibre, should not object to a reasonable amount of "home work."

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The late William Rainey Harper (1856-1906), the first president of the University of Chicago, one of the greatest educators and classical scholars our country has so far produced, used to say that the best students who came to the University of Chicago were those who had previously taken correspondence courses. He gave these students credit for having burned the midnight oil, and for having developed a degree of initiative and independence in their work that the other students could not equal. It was "home work" in their case that did it.

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The Sophistry of False Analogy

Reasoning by analogy is not always sound logic, and may lead to incorrect deductions. Let us consider this passage from Dr. Bassett's article: "Something is radically wrong, and I think I know what it is, and its cure. The National Congress has adopted an amendment to the Federal Constitution, and it is now before the states for ratification, giving power to Congress 'to limit, regulate, and prohibit the labor of persons under eighteen years of age.' I want to extend the common sense of this movement to the public school system." The analogy here breaks down completely because the concomitant conditions vary too widely, and are in no way comparable. You cannot consider the child studying under the fostering care and protection of the home as at all comparable with the wretched condition of the child laboring in the mine, the mill or the factory. There is no common basis for comparison, and for that reason the analogy does not apply. This was the weakest argument that the Doctor had to offer.

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The case against "home work" is not *proven,* as they say in the Scotch law courts. *Proven* is, of course, not the best English, but it is very good Scotch. Let children learn to conserve their time, and teach them studious habits in the home as well as at school. It was "home work" that made Franklin and Lincoln. "Home work" will do more for the high school pupil than the *education* he gathers on the street, at the movies, in dance halls and night clubs or in parked automobiles. Let us repeat, the case against "home work" is not *proven.*

Every Pupil a Columbus

By A. V. OVERN
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Grand Forks

One of the best incentives to learning is the joy of discovery. This principle can be applied at all levels.

MANY excellent suggestions have been made of types of school procedure which ought or ought not to be used to motivate pupils most effectively. Some months ago a plea for positive or affirmative teaching was published in the *Journal of Education* by Dean J. V. Breitwieser of the University of North Dakota.* That plan for motivating pupils was shown to be effective because it was based upon sound psychological principles. It was applied to the classroom through making positive assignments, affirmative correction of errors, noting good sentences in composition classes, making constructive criticisms, and commending particular successes of pupils.

This paper deals with one of the most powerful motives for effective learning, the incentive which arises from the joy of discovering something for one's self. Although this motive has been used most frequently at the level of graduate research, it may be introduced effectively at all grade levels beginning with the kindergarten. The pupil should be encouraged to search for his own difficulties and his own ways of resolving them. He should seek to discover his own errors and call upon the teacher for help in making his own remedial exercises to correct them. He should find the excellences in his own work by applying accepted standards of evaluation to it.

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The teacher should always be readily available for suggestions and appreciation of the positive successes accomplished. If he watches each pupil carefully enough to permit and encourage this incentive to operate, the latter will enjoy his work. He will be light-hearted from the knowledge that he is succeeding, that he is accomplishing something for himself. The plan includes guiding the pupil to discover his own desired outcomes of learning and work toward them. Let him realize that patterns are more important than isolated facts; that concomitants are more important than knowledge or skill; that ideals, appreciations, attitudes and permanent interests affecting his whole life are the most valuable learnings he can acquire.

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Conscious of the general desirability of such outcomes, the pupil should be encouraged to formulate his own generalizations from his own reading, with the guidance and approval of the teacher and the group. Then he should subordinate the facts or evidences under each generalization which indicates its truth. While the pupil is acquiring skill of any sort, let him record the results of his practice to demonstrate his perfect or imperfect acquisition. Let him notice the effect of practice on his completeness of accomplishment. When he solves problems let him record the skills already acquired which he has used successfully in solving them. Let him hunt for facts which will either establish or disprove the general statements which he has formulated tentatively.

In the progressive school the professional teacher and his superior officers are all pointing their efforts toward guiding the research work of the pupils. All supervisory efforts are directed toward the pupils' learning rather than toward the teachers' accomplishments. The same attitude of supervision which regards the pupil as an independent professional individual who is doing his own research to solve his own problems is the modern concept of proper supervision of teachers also. Superintendent, supervisor and principal, where there are such officers, should all aid the teacher to oversee the pupils in their search for the information needed to solve their problems. The teacher should also guide them in developing the skills needed for specific parts of their solutions. They should be taught to find everything pertinent that is available in the library. They should be taught to seek interviews with dependable experts and to evaluate the information thus received.

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As a regular part of the school procedure the pupil should be taught to formulate ideals, appreciations, attitudes, and interests in words, as declarative sentences, and present them for the approval of the group. Such generalizations may be brought to class in response to the regular assignments and discussed there. They should be the result of each pupil's own research into the materials gathered, or the result of his own practice with the activities encouraged as a part of the regular curriculum.

Formal teaching methods divide learning into fields with locked gates. When pupils are required to browse in them, the grass be-

* J. V. Breitwieser, "Key to Successful Teaching," Journal of Education, Vol. 117 (November 19, 1934), pp. 501-502.

yond the fence looks greener. Thus a faulty mental set for learning is encouraged in the traditional classroom, and concomitants in the form of undesirable ideals, appreciations, permanent interests, and attitudes result. Motivation is more than administering various devices to induce pupils to practice. It is essential to all learning. Whenever it becomes strong enough the necessity for drill is slightly decreased. Values may result from intensive motivation, which cannot be attained as easily from merely prolonging the practice or drill.

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Thus, the project method of teaching, the appreciation lesson, and any truly socialized procedure in the classroom, with the real-life situations and vital purposes of the pupils which they imply, are best adapted to the attainment of the most important outcomes of learning, namely, the concomitants above mentioned. Every teacher should seek the most effective motives which may operate best in connection with such informal procedures. He should experiment in the classroom to discover the motives which work best with pupils of certain I. Q. groups, and then use them.

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In summary, the teacher may unlock the gates to learning through encouraging pupils to formulate statements of ideals, attitudes, and appreciations from what they read along suggested lines, through the regular assignments, through informal and liberalizing classroom procedures, and through the project and other socializing methods of teaching. The concomitant learnings discovered, formulated, and practiced by the pupils will be the outcomes of such teaching. They are becoming more and more recognized as of first importance among school objectives. The teacher should have in mind two generalizations with regard to opening the gates to learning: (1) that motivation is without doubt the crucial factor in successful learning; and (2) that the joy of discovering something new to the searcher is one of the strongest motivating factors which can be used. It will add zest to the work of the pupils even in the kindergarten.

Radio's Effect on Home Study

By CHARLES B. HARRINGTON
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Does radio interfere or help? What programs do high school students like to listen to? Here are some facts.

IN an endeavor to ascertain to what extent the use of radio in the home affects the pupils' preparation of home work and also to what type of programs the pupils make a practice of listening, we submitted the following set of questions to 840 of our students (about one-third of the enrollment), so selected as to give a true cross-section picture. In addition, the same questions were given to seventy-two members of the High School Chapter of the National Honor Society, some of whom were included in the larger group.

The request was made that only those pupils who were willing to co-operate fully and truthfully in the answering of the questions should participate. The pupils' signatures were not required.

These measures, we feel, were conducive to truthful answers.

The following questions were given:—

1. Is there a radio in your home?
2. About how many hours is it turned on between 3 p.m. and bed time?
3. How many hours do you personally listen to it:—
   (a) Before supper?
   (b) After supper?
4. Do you study while the radio is turned on in your hearing?
5. Does it interfere with the accomplishment of your home work when the radio is operated by other members of your family?
6. Is it possible for you to study where you won't hear the radio when it is operated by other members of your family?
7. Check which of the three following statements is true in your case:—
   (a) Radio as it is used in my home has *no* effect on the accomplishment of my home work.
   (b) Radio as used in my home has a *helpful* effect on the accomplishment of my home work.
   (c) Radio as used in my home has a *harmful* effect on the accomplishment of my home work.
8. List the programs, in order of your preference, which you make a practice of listening to each week.

In tabulating the results we have given the averages for three groups of pupils—the college preparatory students, the non-college preparatory pupils, and the members of the National Honor Society.

For question 11, we have not listed the Honor Society group separately because there is no noticeable difference in their selection of programs from the other two groups.

	Coll. Prep.	Non-Coll.	Nat'l. Hon. Soc.
1. Have radio in home	99%	97.5%	100%
2. Average hours turned on between 3 P. M. and bed time	4.6 Hrs.	4.6 Hrs.	3.3 Hrs.
3. Average hours listened to			
a. before supper	2.1 Hrs.	1.3 Hrs.	.5 Hrs.
b. after supper	2.0 Hrs.	2.3 Hrs.	1.2 Hrs.
4. Study within hearing of radio	43.8%	23.8%	34.4%
5. Handicapped when radio is operating	19.6%	17.5%	25.7%
6. Not possible to study out of hearing of radio	9.7%	11.4%	5.7%
7. No effect from radio	67.0%	64.5%	80.0%
8. Helpful effect from radio	3.6%	13.0%	2.9%
9. Harmful effect from radio	15.0%	11.4%	9.0%
10. No reply	14.4%	11.1%	8.1%

11 Programs listened to each week:—

College Preparatory		Non-College	
1. Joe Penner	43.6%	1. Joe Penner	66.0%
2. Eddie Cantor	41.2	2. Eddie Cantor	63.0
3. Rudy Vallee	36.0	3. Rudy Vallee	38.2
4. Bing Crosby	28.2	4. Bing Crosby	35.0
5. Eno Crime Club	25.2	5. Eno Crime Club	34.8
6. Guy Lombardo	25.2	6. Guy Lombardo	28.2
7. Show Boat	21.8	7. Show Boat	22.4
8. Ben Bernie	20.6	8. Ben Bernie	22.0
9. Ed Wynn	15.1	9. Ed Wynn	16.1
10. Amos and Andy	14.8	10. Amos and Andy	15.6
11. Lowell Thomas	14.8	11. Marx Bros.	14.8
12. Glen Grey	14.4	12. Minstrels	13.2
13. Phil Baker	11.5	13. Ed. Duchin	13.0
14. Waring's Orchestra	10.7	14. Dangerous Paradise	12.0
15. Socony Land	10.3	15. Phil Baker	11.6
16. Ed. Duchin	9.8	16. News	10.4
17. Will Rogers	8.9	17. Death Valley Days	9.6
18. Symphonies	8.5	18. Lowell Thomas	9.6
19. News	8.2	19. Myrt and Marge	9.6
20. Marx Bros.	6.3	20. Jack Benny	8.7
21. Baron Munchausen	6.3	21. Wayne King	8.5
22. Paul Whiteman	6.3	22. Socony Land	7.8
23. Hits and Encores	5.5	23. Glen Grey	7.6
24. Dangerous Paradise	5.2	24. Sports	6.9
25. Myrt and Marge	5.2	25. Baron Munchausen	6.3
26. Cadillac Hour	5.2	26. Waring's Orchestra	5.8
27. Death Valley Days	4.9	27. Paul Whiteman	5.2
28. Opera	4.9	28. Warden Lawes	5.0
29. Cities Service	4.4	29. Opera	4.5
30. Calloway's Orchestra	4.1	30. Will Rogers	4.1
31. Minstrels	3.7	31. Hits and Encores	3.9
32. March of Time	3.3	32. Father Coughlin	3.7
33. Cruise of Seth Parker	2.9	33. Just Plain Bill	3.7
34. Radio City	2.6	34. Symphonies	3.4
35. Sports	1.5	35. Seth Parker	3.4
36. Father Coughlin	1.5	36. Bands	2.6
37. Dramatic Sketches	1.1	37. Radio City	2.4
38. Organ	1.1	38. Cadillac Hour	1.4
39. Warden Lawes	1.1	39. Dramatic Sketches	1.3

Briefly, the most significant facts brought to light in our opinion are:—

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1. The large percentage of pupils who study while listening to the radio, claiming it has no harmful effect on their home study. It is hard for us to believe that jazz, crooning, and wise-cracking have no detrimental effect on a pupil's concentration. We can believe it might be true of fine music, made soft and used as a background, but not of the type of programs which are "tuned in."

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2. The great difference in the answers to questions 2, 3, 4, 6, and 7, given by the Honor Society members, reveals not only the students' own attitudes but, also, a better co-operation of the members of the home. Obviously, conditions in their homes are made more favorable to home study.

It is lamentable that 15 per cent. of our pupils preparing for college, 11.4 per cent. non-college and 9 per cent. of the honor pupils find themselves handicapped by the use of radios by other members of their families.

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3. The low ratings of worthwhile programs present a challenge to every teacher, parent, and friend of our high school students.

With "home study" playing the important part in our educational program which it does at present, any conditions unfavorable to it should be corrected. But it will be a far more difficult task than the removal of unfavorable or detrimental factors within our school walls.

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We are hoping to reach the parents through individual teacher-parent contacts on our monthly "parent days," by the presentation of the matter through the educational committees of our woman's clubs and by co-operation of the parent-teacher associations.

There seems small likelihood of any changes in the nature of our broadcasts. The advertiser who sponsors the broadcast will put on the kind of program which he believes will appeal to the largest audience. Those listeners who want fine things neglect to write their criticisms; those who like the cheap do write in approval. The result is obvious.

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Under these conditions, then, our best hope is to endeavor by contrasting the worthwhile with the worthless to lead our students to choose the best. This means a carefully-planned program carried on with persistence.

Too Modest About Our "Lingo"

By JOHN W. DICKEY
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Newark, New Jersey

Let educators quit apologizing for their technical vocabulary. Others do not blush for theirs!

RECENTLY I attended the conference of the Eastern States Association of Professional Schools for Teachers, held in New York City, where I *again* heard a prominent speaker express apologies for being all wrapped up in the language of the educator. So common is this emotionalized attitude of apology (witness National Education Association conventions) among the members of my profession, that I am impelled to air my views on the subject.

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We say that we are a profession. Now do the people in the other professions—medicine, law, engineering, scientific research, and the ministry—feel ashamed to use their "lingo" out in the open? My associations with these professional people lead me to believe that they are not ashamed. On the contrary, they are proud!

In your experience, do you find the doctor reluctant to use the hundreds of technical terms the meanings of which are learned during his preparation and practice? Is he ashamed to use them, I ask? He is not! He is proud to use them; and the rest of the world respects him for his facility with his professional terms.

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Do you find the lawyers ashamed to use the hundreds of technical terms which may be very vague to you and to me but are more or less clear to members of the bar? Indeed, they are not ashamed of their legal jargon. Many probably should be; but they are not. Lawyers, as well as doctors, are respected by the people.

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"Do the people in other professions—medicine, law, engineering, scientific research, and the ministry—feel ashamed to use their 'lingo' out in the open? My association with these professional people leads me to believe that they are not ashamed. On the contrary they are proud!"

Consider the engineer! Is he ashamed to use technical words and technical terms? Again, I must reply in the negative. The engineer is proud of his profession, and he, like the doctor and the lawyer, has a right to be proud. The concepts basic to his work are couched in a unique technical vocabulary which commands our respect.

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What about the scientific research worker? Society also ranks him as a professional man, and rightly so because he professes an organized body of knowledge with its unique type of occupation the products of which aim to improve the social order. His terminology depends upon the field in which he is working. In general, however, he uses such concepts as are found in mathematics, physics, chemistry, biology, psychology, and other content subjects found in our colleges and universities. Is he ashamed of his profession? I have not found him to be. You and I sometimes look upon him as a bit queer, but in so doing we disclose at once our admiration for him and the product of his labors.

Is the minister, the priest, or the rabbi timid and ashamed of the things he is talking about? Nonsense! He is proud of his calling. He, like the doctor, the lawyer, the engineer, and the research worker, is elated to be identified with his group. He doesn't get a flushed complexion when you talk religion; and his profession has its technical vocabulary, too. Nor does the use of profane language by others make a joke out of his vocabulary.

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But the teacher! By and large, is he proud of his profession—whether he be an administrator, a student of the history of education, a student of the philosophy of education, or a student of the psychology of education—and the technical vocabulary which belongs to it? No! A thousand times, no! We avoid our technical language when we talk with people other than those in the profession, and apologize for it when we talk it with our fellow members. What a sad spectacle! Do we not believe in our profession enough to respect its technical vocabulary?

I think that something has gone "haywire" in our profession which has resulted in such an undignified humility. Perhaps the lack of class consciousness with its lack of solidity has netted rather poor economic security which may account for the feelings of inferiority where they exist. Whatever be the cause of this apologetic state of mind, the condition is certainly worth amelioration for the peace-of-mind of the teacher afflicted.

Penny and the Teacher

By LUCRETIA MONEY

McComb, Mississippi

Awarded Fifth Prize in the Journal of Education's Second Annual Short Story Contest

PENNY sat, very quiet, on Friday afternoon in the eighth grade room. She looked out of the window near her place and tried desperately hard to decide something. She pushed a lock of soft brown hair back of her ear, and moistened her lips. Her eyes, the transparent hazel kind, were shining. Slowly she drew a narrow sheet of tablet paper from between the pages of a book on her desk. Across the aisle Mary saw the movement. She put her head down on the desk, in the time-honored way of talking safely in school, with her face toward Penny.

"Are you going to show it to her—your page?"

A restless movement from a big boy brought the teacher's head up. Penny dropped her eyes to her book. Back went the precious piece of paper to its hiding place. Penny smelled the leaves burning outside the window, and there was a sort of cracking sound even in the leaves on the trees, as the early fall winds hurried through the ones that were left. Her fingers fumbled again with the slip of paper.

"Go on. I think they're good," Mary whispered.

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Penny drew the paper out again, smoothed the skirts of her cotton print dress, and walked up the aisle. She was really very little, but she felt very big and conspicuous as she approached the teacher's desk. When she reached there, she held out the paper. She watched the teacher, who read the paper through twice before saying a word. Penny liked the teacher, with her smooth dark hair and brown eyes. You could depend on her. She never lost her temper, and if you said exactly what was in the book, you got a smile and a pleasant nod. Penny was suddenly worried. What she had written on the paper didn't sound much like the poetry in the Literature Book, she was afraid. But maybe the teacher would understand.

"Did you make these up, Penny?"

Penny nodded. Wherever else could she have gotten them? She wondered. She looked at the paper and followed the poems as the teacher read them a third time.

1

Child-world,
Where are you?
I don't like the older folks'—
Theirs is dangerous.

2

I had a delightful secret to tell you yesterday.
The scorn of this tomorrow made it stale.

3

I have a terrible sick-way-down-deep-to-my-toes feeling.
But I don't suppose I shall die.
I'm too sick to meet judgment now.

4

To the Wind

Cool thing,
Slipping and sliding through the uncut grass,
Gliding through tree-tops,
Chasing through fields of ripening corn,
Rippling blue waters,
Blowing white dust,
Kissing the roses and
Slapping the lily,
Run free and loose and happy,
Run as my heart would run,
Until it finds its love.

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Penny glanced at the teacher. Penny's heart fell with a thud, as she recognized her expression. It was exactly like Mary's when the arithmetic was too much for her. Still, the teacher was smart. She must KNOW. She was saying:—

"Penny, go back to your seat now, and stop trying to write poetry. You're far too young for it."

Mary, the wise friend, after one glimpse at Penny's stricken face on her way back to her desk, became absorbed in civics. Penny sat down, smelled the burning leaves, and felt the cool wind on her cheek, as it came in the window. It felt good, because her face was hot, and there was an aching place behind her nose. Fiercely, she said to herself:—

"Don't cry. It doesn't matter. It's not *that* important. Crumple up the paper and put it in the empty ink-well on your desk. The janitor will throw it away for you after school."

"Penny" is not her real name; but she is a real girl and she wrote the verses included in this story. The incident occurred in about the sixth grade. She stopped her writing for several years, but has now resumed it and has won some recognition for her verses, locally and beyond.

When Children Are Labeled

By GARRY CLEVELAND MYERS

A TEACHER will sometimes enter on the child's record card "mentally incapable" or the like. Such a statement had better not be there unless it had been ascertained by a trained psychologist; but a trained psychologist hardly would make it. Rather he would enter a rating on a definite intelligence test naming the particular scale employed. Even such a record might unduly prejudice a teacher against a child. It should not, however, if she had a wholly professional attitude.

We just have to remember that the teacher is a human being, and, therefore, is subject to the usual repertoire of human frailties, except, of course, when she utilizes the psychology she has learned, to fortify herself against them.

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Perhaps no adverse item of the child's behavior should, as a rule, appear on any record accessible to the teacher. On this card, rather, should be notes which suggest human resources in the child out of which any skillful teacher should be able to make capital for winning his cooperation.

The most damaging labels which become attached to certain children come not through the office record. They are handed down from mouth to mouth, from teacher to teacher. "Wait till you get Viva Fay. That girl has been the worry of my life. She can't keep her attention on anything." "Oh, you have Viva? I had her last year; she's a pill." So the third teacher hears of the bad reputation of a child she is to have next year.

"And there's Robert Biel; takes everything he can get his hands on."

"I have a boy like that in my room; I'm sending him on to you next year, Tony Ferrio, look out for him."

"I wish that every teacher that believes such frailties as we have treated in this article to be worthy of consideration would work on himself and try also to prevail upon his fellow teachers to discipline themselves against these frailties."

And so Viva and Robert and Tony have their worst reputation passed on to their next teacher. So also are other children in any school labeled unfavorably in the hall or lunch room. And sometimes a child will overhear such remarks by one teacher to another and pass them on to the defenceless victim, all the while wondering what bad things these teachers tell one another about him.

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Accordingly the cards are stacked against the labeled child. The next teacher expects him to be a pest or dumb bell and is set to act toward him as such. The chances are, moreover, that each teacher in turn magnifies in her own mind the undesirable traits of which she has heard.

While all this is happening the children on the playground, on their way to and from school, or in the home neighborhood, are telling younger children of the frailties and foibles of certain teachers.

"Boy, wait till you get in Miss George's room!" "Yeah, just wait; you'll have to toe the line for her." "How's Miss Krips?" another boys asks. "Miss Krips? She'll bite your head off if she ever catches you a-whispering." "And when Miss Zerfos gets her dander up——"

Were these children making these remarks in order to be helpful to their comrades? Not at all. Their unconscious aim was to astonish and to gain a feeling of superiority, to suggest how less fortunate another is going to be than at present. There was nothing altruistic in the motives of the children uttering these uncomplimentary remarks.

Were the remarks by those teachers concerning Viva, Robert, Tony, on a higher plane? How can you find a thread of evidence that back of the description of these children was a purpose to help them or to aid the next teacher to help them? They were nothing more than childish utterances for temporary amusement. As measured by the ordinary standards of civility the whole incident was boorish, not to be expected of persons who have been exposed to culture and refinement, let alone from those who are supposed to know at least the alphabet of psychology, supposed to have a sympathetic, charitable, and understanding attitude toward children.

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But these teachers had not purposed to be rude. They had not meant to do harm to any one. No more so than if they had laughed at some one falling. They just did it, about as automatically as a dog will wag its tail. Many of the meanest, most destructive things that any person does he doesn't do on purpose. It is not enough just to measure our influences by the things we deliberately do. We also need to take account of what we purpose not to do which we should not do.

(Continued on Page 288)

Money as a Social Factor

By ANN BREWINGTON

The University of Chicago

NO little part of the quantity-mindedness of the American people is due to recognition of the concept of number in the educational process. No little part of the lack of civic-mindedness of the American people is due to the failure to discover and recognize a distinct concept of citizenship. And, no little part of the Mammon-mindedness of the American people today is due to the failure of educationists to recognize the social concept of money in the educational process.

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The concept of money as a common denominator of economic values and as a medium of exchange of goods and services in any type of an economic organization has been ignored and avoided in the formal educational process until, to most American minds now, money is the standard of social, as well as economic values; the most highly prized good or service; the instrument of power over men. It has been ignored and avoided because the forms and structures of transmitted social institutions such as the school, the home, business, and government, were objectives. That is, social forms and social structures, which were held to be sacred, perfect, and fixed, rather than social functions and processes, were transmitted through the school. Now that educational theory, if not educational practice, accepts functions and processes as objectives, thus recognizing that forms and structures must of necessity change, the functions of money are being studied by educationists, sociologists, economists, statesmen, and philosophers. High-wages economy, standards of living, speculative profits, integrated versus competitive economy, are now being studied with the view to improving social conditions.

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to get an education so that he can make more money and thereby raise his standard of living. Specifically, if John Doe learns a trade that will net him enough money to enable him to purchase a home, a radio, an automobile, wear factory-made clothes, join a Christmas Savings Club, and do all this within the twilight of legality, he has achieved success and is so acclaimed, and society as a whole has been benefited. The latent assumptions underlying this educational theory are: (1) Success is measured in terms of the amount of money the individual can accumulate; (2) the standard of living is measured by possession of property; and (3) the greater the amount of money an individual makes and however he uses it to raise his standard of living, necessarily makes for the good of society as a whole. At the secondary school level we have called the most intensified training "vocational education," and the less intensive training "general education." At the college and university level we have called the intensive training for success, "professional education," and the less intensive, "cultural education." This training in vocational education and professional education has been so efficient that the individual American now can do more different things, has more money, and possesses more personal property, than any other individual in the world.

The general consequences of the application of this theory are so obvious today that to mention them to educationists is but to utter platitudes. However, two of them are so significant, both with respect to the economic tragedy that we are now experiencing and with respect to the educational theory that we are attempting to formulate, that they should be mentioned whenever opportunity is afforded. I refer to (1) the misconception of thrift with its resultant practices which have served to obscure and retard the teaching in the public schools of the social concept of money as fundamental in co-operative living, and (2) the inadequacy of the scattered, uncorrelated units of instruction in such subjects as agriculture, home economics and social studies, for an understanding of consequences of behavior in a highly interdependent society.

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With respect to the misconception of thrift, consider the following paradoxical conditions: During the time that the school savings bank has grown from an experimental bank with four hundred and fifty children participating into a formal organization with three million children in twelve thousand schools in forty-six states depositing annually nine million dollars, at the same time the typical American family has changed from a policy of refusing to go into debt to a policy of being continually in debt. In 1930 the typical American family was in debt to the extent of two hundred and fifty dollars.

With respect to ignorance of consequences of individual behavior in a highly interdependent society: According to Rugg, this ignorance has made hypocrites of all of us. A vast hiatus exists between what we are and what we do; between what we want and what we say; between how we vote and what we believe; between what we fear and what we protest. Our behavior conforms to externally-set material standards at a sacrifice of inner norms. In order to get enough money to maintain these material standards, we have sold our self integrity. The social consequences of our behavior are unknown to us. Only when the individual's wages are cut, his job lost, his warehouse filled with goods because of no markets, and his credit nil, does he begin to appreciate the interdependence of all men. While he has power equivalent to thirty servants he may, nevertheless, starve either because he cannot purchase food, or because he cannot sell his store of goods. He is his own victim. Our individualistic educational theory is based upon atomistic competition and accordingly it can have only the foresight of the individual as he struggles to get an education so that he can make more money and thereby raise his standard of living.

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If the social concept of money be used in the educational process as a tool for obliterating economic illiteracy, every individual would be trained how to develop and how to exercise his consuming and producing powers in a rapidly changing environment. Specifically, if John Doe learned to perform any socially useful labor it would net him an income sufficient for the continuous development of integrity of self and social competence, and he would have achieved success and society as a whole would be benefited. According to this educational policy (1) success is measured in terms of wise utilization of social resources, both human and natural; (2) the standard of living is measured by the ability to adjust and by degrees of capacity and character, rather than by degrees of luxury; and (3) the counter-circular movements of (a) money and (b) goods and services will be intelligently controlled so as to make for the good of society as a whole. The individual will understand that he and society are two aspects of the same social process, but that he is the dynamic factor, inasmuch as the social process is carried only as he exercises his consuming and producing powers. Accordingly he has a certain degree of control over the kinds and amounts of goods produced and consumed.

For the energy he expends in producing a good, and this includes rendering services, he receives money or some kind of goods. He spends the money as a consumer and in return for it receives goods and services which he consumes. He may spend the money as a producer by reinvesting it in producing power.

It is just as essential that the individual, as well as business, government, and all other organized social institutions, understand that for money expended by the individual in the cost of living, business returns (1) to that individual consumer goods and services, with which the individual develops physical powers, attitudes, and desires (in other words, he receives the things which bring about changes in him and in society), and (2) to other individuals, money in the form of wages, interest, rent. The speed with which this counter-circular movement of (a) money and (b) goods and services takes place, affects the rapidity with which the social environment changes. The amounts and kinds of goods consumed determine not only the amounts and kinds produced, but also the amount of wages.

A similar analysis could be made from the point of view of business, or any other social institution such as the home, the church, the school, government. Each analysis would reveal (1) the counter-circular movements of money, and goods and services, (2) the individual and society as two aspects of a whole, (3) money as the common denominator of economic values and the means of exchange of goods and services.

My thesis is that the teaching of the social concept of money with its myriad ramifications throughout all educational levels from the kindergarten to the college is imperative, since money as a social institution is fundamental in co-operative living.

All in the Day's Work

By FRANCIS READ

A High School Principal

I Was Glad to Hear It

"Your pupils run your school," a critic said to me. I told him that I considered that a great compliment. I explained that I aspire to be a leader, not a dictator, and that his statement made me feel that perhaps I was realizing in some degree my ambition.

To a large extent our students do run our school. Our student council runs our extra-curricular activities, our corridor commission runs the halls, our captains run the classes in the absence of the teacher, our club officers run the clubs.

Of course teachers assist in organizing the various features of our school. They help keep up the morale and give suggestions, but they stay in the background as much as possible. The actual running is largely by the students.

Our highest ideal will be reached when the pupils become so efficient in running things that the faculty can all be absent some morning and know that the work will go on as usual.

By letting students run things we are developing in them initiative and self-control which will tend to make them successful and happy in their own lives and earnest and useful as citizens in the republic.

A principal's chief duty is to make himself unnecessary.

WINSTON FLASHES

ALTHOUGH 700,000 students enroll each year in America's 250 correspondence schools and colleges, less than 6 per cent of them ever receive a diploma.

MAY selection of the Junior Literary Guild is THE STORY BOOK OF EARTH'S TREASURES ($2.50) by Maud and Miska Petersham. Informational material—all about Gold, Coal, Iron and Steel, and Oil—in story form, beautifully illustrated in six colors. Also issued in four parts, 60 cents each. Identical in appearance with THE STORY BOOK OF THINGS WE USE ($2.50). Issued in four parts—Food, Clothes, Houses, and Transportation, each 60 cents.

THERE is only one active volcano in the U. S.—Mount Lassen, California.

BETSY ROSS, maker of the first stars and stripes, lived a romantic-tragic life. Thrice married to young patriots; she was thrice widowed by the Revolution, and her elopement, which caused her disownment by the Quaker faith, led directly to her flag commission at twenty-four. Celebrate Flag Day, June 14, with BETSY ROSS, Quaker Rebel ($2.00), written by a direct descendant, Edwin S. Parry.

J. RUSSELL SMITH, author of OUR INDUSTRIAL WORLD, for Grades 7 and 8, uses the psychological method of presentation; that is, concrete life situations are taught *before* the pupil is asked to master the abstract principles which are responsible for these situations. For example, OUR INDUSTRIAL WORLD does not contain a unit of weather *as weather;* rather it has a unit on weather when explaining the conditions of some particular country. Thus there is always the relationship of cause and effect to aid understanding and memory.

IF the population of the world, approximately 2,000,000,000 people, were reduced proportionately, according to religious faith, to 100 persons, the Columbia University Press has estimated, there would be thirty-eight Christians, nineteen Confucianists and Taoists, twelve Hindus, eleven Mohammedans, ten Animists, eight Buddhists, one Shintoist, and one Jew.

ONE city alone has purchased an average of 1,600 WINSTON SIMPLIFIED DICTIONARIES a month for the past 18 months. On the other hand, we know of a school with limited funds that has only 2 copies of THE WINSTON SIMPLIFIED DICTIONARY. One is kept on the teacher's desk; the other is given to the best behaved child of the previous week.

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The Teacher and the Times

A DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

President as Educator

EVERY undertaking has its educational effects. Business educates the consumer through advertising and the efforts of salesmen. It educates employees through its policies of square dealing or exploitation.

The huge grant of nearly five billion dollars to President Roosevelt for work relief, makes him, among other things, an educator on an enormous scale. And it is encouraging to think that he has a growing sense of this educational responsibility.

Mr. Roosevelt early perceived that the outright giving of money to unemployed persons is an education in indolence, a developer of mendicancy. So he introduced the FERA and later the ERA to provide "made work."

But the ERA has caused thousands of Americans to lie back upon the government. In New Jersey, for example, thousands of holders of ERA cards have been found unwilling to take regular jobs when these were offered. They preferred the snap jobs on Uncle Sam's payroll.

Now Mr. Roosevelt is expected to improve upon the ERA system of education, by setting up real jobs instead of imitation ones; jobs that demand exertion on the part of those hired to do them. It remains to be seen how successful he will be, either in creating such employment, or in persuading many of the demoralized ERA workers and dole incumbents to perform active labors.

Destroying the morale and the industrious habits of citizens by the million, has seemed to be, for a time, the only alternative to the unthinkable one of letting them starve. But the emergency device has already revealed its potential dangers to the nation. And we may well rejoice that this fact is gaining recognition in Washington before worse harm is done.

May our President have educational vision equal to his unmatched authority to spend!

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Better Not Bet

ONE of the plainest phenomena of the hour is the free and easy attitude of the American public toward gambling.

Not only have lotteries, pools, and other games of chance been thriving under cover for many years past, but race track betting has been legalized since 1932 in more than half the states—in addition to the five which already permitted that form of gambling under their statutes.

Legalized betting on horses will remain with us until its anti-social character and its attendant evils of doped horses and bribed jockeys have convinced people that opening the door to such a racket was a grave mistake.

In the meantime, how can educators cope with this growing habit of buying chances? Children as well as adults are trying their luck—if only with punch cards and coin machines.

Only the wise will believe that the laws of chance are heavily against their winning. If the press could be persuaded to print no more stories of prize-winners; or if they would announce the total losses over against the total winnings—admonitions to would-be gamblers might be more effective.

Individual will and reason are likely to be weak when a specific opportunity for gambling is presented. Many persons must experience losses and disillusionment before enough of them are ready to demand restricting legislation.

Teachers can do some things to keep down the number of young gamblers. They can set an example of thoughtful citizenship themselves. They can seek to develop a social consciousness on the part of their students. They can prove the general absurdity of expecting to get something for nothing—and perhaps the essential dishonesty of it also. They can emphasize the fact that there is no place for gambling in any well-balanced scheme of personal economics or money budgeting.

One thing is certain—any intellectual leader who sees no harm in gambling hasn't looked very closely into the subject, and until he does he should be careful which way he throws his influence in this matter.

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Privilege Grabbers

ONE of the gravest dangers to our nation emanates from the system of blocs and lobbies that has grown so powerful in Washington.

Those groups and individuals seeking special privilege in preference to the general good, are organized, persistent, and shrewd. They know the ropes. They initiate bills. They invent amendments. They infest the corridors and offices of Congress. They appear at hearings of committees. They know what they want and why they want it, and they go after it with every ounce of influence, every device of diplomacy, every form of vote-getting and vote-trading conceivable.

Who is there to oppose the self-seekers? Who

is there to defend the rights of the general public?

The public, in the nature of the case, cannot operate a lobby of its own, to be on hand whenever needed—which would be all the time Congress is in session. And, except for rare occasions when public opinion is aroused and crystallized regarding some issue, or when the press chances to present a solid front, the public is apathetic.

The real bulwark of the public should be the Senators and Representatives. They are sent to Washington in the hope that they will stand against the pressure of the selfish interests. The record of our Congressmen in this respect is sometimes admirable and reassuring. But at other times—as when the votes of some large organization are in the balance against the public interest—the public loses out.

Always, of course, the public should be able to count upon its elected servant in the White House, to exercise his veto power. Finally, the Supreme Court may come to the people's rescue when other safeguards fail and the Constitution itself has been overstepped.

But the Senators and Representatives are the primary reliance of the public against the privilege seekers.

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Laissez faire, the Scape Goat

WHAT'S to blame for hard times? Americans have usually answered this question on election days by ousting whichever political party happened to be in power when hard times arrived.

No need to point out here that this was often unjust—the causes of hard times going farther back and deeper down than the voters assumed.

The tendency today among certain of our advanced thinkers is to cast the blame, not upon a political party, but upon a doctrine—the doctrine of *laissez faire.*

Laissez faire makes a marvelously submissive scapegoat. He has nothing whatever to say in his own defence.

Under *laissez faire,* we have let the current of economic law flow onward as it would. As individuals each has striven to row his boat upstream. Some have succeeded and grown stronger in muscles and in grit from the struggle. Others have failed and been carried out to sea by the current.

Substituting a planned economy that is generally fair for the natural or existing sweep of economic waters calls for greater engineering skill than any one, in any country, has yet proved himself to possess.

Bold attempts have been made in Russia, on the left bank, and in Italy and Germany on the right bank. But the current, stilled or reversed for some of the population, makes horrible and devastating whirlpools for others.

Making the Mississippis and the Amazons of economics ascend their river beds is decidedly a major undertaking.

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New Deal's Critics

WHEN Republican chiefs denounce the New Deal—that is to be expected, and the public discounts the criticism generously and believes only so much of it as it wants to believe.

When organized labor objects to New Deal policies which fail to give labor leaders the upper hand in negotiating with employers—this, too, is expected, and the public keeps a knowing eye on the quarrel, wondering if some one in Washington will look out for the general interests at stake.

When organized business turns against the New Deal—as the United States Chamber of Commerce has done—the public is more troubled. Industry and trade are vital factors in the national well being. If the New Deal hinders rather than helps recovery, something is wrong with the New Deal. It then becomes necessary to study the criticisms from many angles. Do the complaints arise from big business alone or from little business also? Are the objections discriminating or do they show signs of a desire to dismiss the good along with the harmful? Does organized business feel "peeved" at the reforms which the New Deal is trying to accomplish along with recovery?

The public continues to wonder; and the student of current affairs has cause for further probing.

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Youth's Ordeal

WHATEVER the cause or the degree of permanence of the present economic topsyturviness, we need to reckon with the fact that our young people are going out into the world half believing that the only way to succeed even moderately is to get into some kind of racket. Rackets are not new. Some people have always had them. Any one who contrives to make a lot of money without giving value received, does it through some form of racket.

Today's graduates are of just as fine material and are as capable of high ideals as any that have ever stepped forth from the schools. But they have their eyes open to see the most obvious things. And they observe that society has put obstacles in the way of service; that business is mainly interested in making profits with as few employees as possible—relatives of the boss preferred.

How are we to equip our boys and girls to preserve ideals of rectitude and worthy endeavor in such circumstances as they must face?

Anson W. Belding

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Ruining the Profession

PRIN. BYRON C. KIRBY, The Oliver School, South Bend, Indiana:—

"Educators should have degrees. However, these should be based upon content rather than professional courses. Schools of education have just about ruined the profession; they have propagandized an endless array of meaningless theories which have greatly minimized the efficiency of public education. Professional courses are essential; however, we are over-emphasizing them.

"Teachers need to spend most of their energy in learning something to teach; then they can make their work interesting —they can create a desire to learn. Too many are rendered mentally barren and impractical by an over-emphasis on purely professional courses. Teacher training departments need a new vision and new life."

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Home Study vs. Pampering

HERMAN S. RIEDERER, New Rochelle, N.Y.:—

"My attention has been called to an article in your magazine, 'How Much Home Study?' by Dr. Garry C. Myers. This matter has been a subject of controversy for many years, and seems to be as far from a solution today as it was ten years ago. In my opinion it is a pleasure to see that we still have educators who feel that a training of the child which exemplifies the requirements of later life is worth while. If the child does not learn how to study and to concentrate and to work, when best able to acquire these habits, it is hard to understand how these habits can be acquired in later years without undue trouble.

"I hope to see more educators realize that the pampering of youth and a thorough education do not go hand in hand."

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Encouraging Word

SUPT. E. C. HARTWELL, Buffalo, N.Y.:—

"I have read with considerable interest the new feature, 'The Teacher and the Times.' You appear to be steering a sane middle course between those people who think that the Constitution is so sacred that nobody ought to discuss even the possibility of amending it, and those others who underrate the value of the instrument of government under which our nation is developed. In other words, you are taking the position that nothing is accomplished by failing to recognize the existence of problems in government and in our economic structure. I shall follow this page with interest."

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Dignify the Ph.D.

A Doctor of Philosophy who prefers to remain anonymous:—

"I am inclined to believe that the lack of prestige and interest in the Ph.D. degree in this country is largely due to the educators themselves. The democratic procedure of not crediting a doctor of philosophy with his title either in writing or by verbal reference seems to have a bad influence on the lay public not familiar with the requirements and meaning of such a degree.

"I feel that the glorification of the term 'doctor' in this country by chiropodists, chiropractors, veterinarians, and other groups weakens the significance of the doctorate in philosophy and that educators might do well to raise the standards of this degree and then keep it on a dignified plane by careful reference.

"Webster's dictionary in defining the term 'doctor' gives first place to the meaning to a teacher or a man of knowledge and learning.

"In foreign countries a doctor of philosophy receives the greatest respect while the term doctor refers almost entirely to such a degree."

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A Three Track System

DISTRICT SUPT. FRED A. BOYER, Coronado, California:—

"Three years ago we started the unit system in the Coronado schools. Primary unit—first three grades; Intermediate—grades 4, 5, 6; and Junior High —grades 7 and 8. The grade idea is kept but it is secondary. There are three tracks in each unit, slow, average and fast. This gives every child a place where he may achieve according to his ability. Only the minimum is required of the weak, while the fast are given a fuller and richer curriculum. Our plan is not one that aims at rapid acceleration whereby a child is rushed through school. However, some are allowed to accelerate. Each case is taken on its merits. All promotions which may occur at any time are based on standardized tests, the teachers' recommendations, social maturity, and a review by the adjustment teacher. The principal gives his final approval.

"Being very near to San Diego, we are quite enthusiastic over the coming Exposition, and are using the Fair motive in much of our work. We are hopeful that many of our educators will travel on to the coast after the N. E. A. meeting.

"We have had the panel type teachers general meeting this year. The public has been invited to attend and take part in the discussion. Timely and vital topics are discussed."

The News Digest
OF EDUCATION

McGuffey Readers
Prescribed As a Depression Medicine

MADISON, Wis. — McGuffey's Readers, with which father used to wrestle in his schooldays, ranked today among the pills a Wisconsin legislator would administer to a world sick with depression.

Senator John E. Cashman urged that they be placed in classrooms again at a session of a legislative committee investigating causes and cures of the depression.

"No textbooks since have equaled those readers," he said. "Every lesson had a moral to it. They taught love of country and didn't criticize the government. There's too much criticism and not enough patriotism given the children now."

Warns of Socialism

CARLISLE, Pa.—Declaring that our educational system must not surrender to the socialistic trend and further insisting that the national educational system will be destroyed if it continues to be centralized in bureaucratic control in Washington, United States Senator Lester J. Dickinson, of Iowa, addressed the opening ceremonies in connection with the inauguration of Dr. Fred P. Corson as the twentieth president of Dickinson College here. Senator Dickinson insisted that the fundamental principles upon which our schools were founded must be maintained against influences that seek to undermine them. Making his plea against centralized control of the schools at Washington, the Senator urged that the best interests of our schools can be maintained by permitting authority to remain with the smaller subdivisions.

Plan Is Drawn Up by Committee To Keep 2,000,000 Youths Busy

WASHINGTON.—Details of a proposed plan to aid at least 2,000,000 unemployed youths, product of a year's work by the Committee on Youth Problems, were made public recently by United States Commissioner of Education John W. Studebaker.

The plan calls for an adaptation of the present college student aid plan and the CCC camp program for the purpose of assisting in their own communities the large number of unemployed youth unaided by other work relief projects.

Describing how the plan would work in a community, Commissioner Studebaker said: "The typical American community would, through this proposed plan, aid that portion of its population among which unemployment is greatest—its young people 18 to 24. The heart of the community set-up would be a guidance and adjustment centre. Young people desiring to participate in a combination work, education, recreation program would come to this guidance centre. Following consultation each youth who needed financial help would be assigned some work. He might be assigned as assistant to a public official, social worker, teacher or to any public or quasi-public work. He or she would be enrolled for such instruction as needed for personal advancement and improvement. He would be enrolled also in such recreation as seemed most advantageous and interesting to him. For each youth enrolled there would be in place of deterioration of idleness due to unemployment a combination work-education-recreation program."

"This plan would keep each of at least 2,000,000 unemployed young people engaged 42 hours a week," said Commissioner Studebaker. "This might be 42 hours of work, education, and recreation combined, or it might be education alone."

Tests for Legislators

BOSTON. — Intelligence tests for national and state legislators to determine whether they possess "qualifications not only in flag-waving but also in the reasoning process," were proposed recently by Zion's Herald, the oldest Methodist weekly in the United States. Editorially it suggests cum laude and magna cum laude for the best answers by legislators to questions like the following: "Why is it better to think with the mind than through the lungs? What does it mean to 'take leadership'?" The paper proposed a rigid examination of legislators on the following subjects: Correct manners, English composition, history of the world, history of the United States, constitutional law, international law, history of philosophy, history of morals, modern psychology, social ethics, the industrial revolution, present-day economic theories, scientific research, and social progress, and fundamental business principles. "No legislator is fit for his office who has not attained proficiency in at least these fourteen courses of study," the editorial asserted.

Persons Past 45 Learn as Well As Youths, Thorndike Declares

NEW YORK.—The theory that persons past forty-five cannot assimilate knowledge with the same facility that younger persons do was discounted by Professor Edward L. Thorndike, of Teachers College, Columbia University, in a survey of "Adult Interests."

Dr. Thorndike, who is president of the American Association for Adult Education, found after nine years of research that "adults may excuse themselves from learning because they are tired or sleepy or in need of entertainment rather than improvement but not because they cannot, being old, be sufficiently interested."

As a result of his experiments, Dr. Thorndike said, he was able to prove that persons who lacked interest in a subject were less able to learn about it than others who were more interested in the matter. The handicap of lack of interest, however, was much smaller than is popularly believed, he added, and the idea that the mind would not learn what was alien to its fundamental purposes he characterized as "utterly false."

He questioned the value of disguising a dull subject so that it appears interesting to the learner.

"If a stretch of dull learning can be learned as it is in ten hours, it will usually not be profitable to spend five hours making it so interesting that it can be learned in seven."

New Sorority

Chinese Girls Form Own Organization at Michigan

ANN ARBOR, Mich. — The first Chinese sorority in the United States has been established on the campus of the University of Michigan. The new organization, which aims to bring Chinese women students in closer social and intellectual contact, eventually will be international in scope, chapters being already planned for London and Shanghai. The new sorority, Sigma Sigma Phi, will include all Chinese women, native or foreign born, who are studying in the United States or foreign colleges and universities.

Too "Bookish"

Conference Told Life Is Best Practical Study

GREENWICH, Conn.—Schools and colleges are becoming "bookish" and should "learn more about life and its realities," Dr. Constance Warren, president of Sarah Lawrence College, told an education conference at the Edgewood school recently. Dr. Warren asserted that training of youth for family life was of great importance in "this chaotic age," and also in mutual relationship, since "the most valuable education comes from a practical way of living." She said that the colleges' objectives must be the same as those of life itself.

Near Billion

New York Estimates Three-Year School Costs

ALBANY, N. Y.—Nearly a billion dollars have been spent by New Yorkers in the last three years to educate their children, a survey under way by the State Education Department is expected to show. Taxpayers spent $971,927,308 for education exclusive of capital outlay, or $30,582,743 more than they spent for education in the three previous years, Miss Alice C. McCormack, head of the finance division, State Education Department, said. "Educational costs are going down again," she declared. "A reduction of at least $10,615,000 will be shown for the school year 1933-34 as compared to costs during the preceding year. Based on the preliminary survey, education costs during the last year totaled $311,781,847. This estimate is conservative and further reductions may be reported in school budgets," she asserted.

Idea of Super-Race Ridiculed By Professor Cole of Chicago

CHICAGO.—"The idea of a superior race is preposterous, scientifically speaking," declared Dr. Fay-Cooper Cole recently. He is head of the department of anthropology of the University of Chicago which has gone on record approving the suggestion made by Dr. I. Zollschan, of Carlsbad, that the League of Nations call an international conference of scientists to enlighten the world on the question of race.

"The Nordic race," Dr. Cole continued, "has been so diluted that even in the Scandinavian countries not 50 per cent are pure Nordic. There is no German race. Apparently Hitler is as much Alpine as Nordic. Neither is there an Aryan race, as Herr Hitler is now trying to call the Nordics. Aryan is a linguistic term, and is used to designate those peoples who speak an Aryan language, such as the Hindoos, who are just as good Aryans as Hitler. Moreover, the Jews are just as good Caucasians as the Germans. Nor are they a race in the biological sense. They are a religious group with a set of traditions of their own."

In these opinions Dr. Cole was supported by Professor Edward B. Reuter, of the University of Iowa, who is a visiting professor at the University of Chicago. Dr. Reuter asserted there is not "an iota of biological evidence to sustain the contention that the Nordic or any race is superior to any other."

Both authorities agreed that it would be an excellent thing if the confusion prevailing in many minds as to the nature and significance of race could be cleared up.

Parent-Teacher Group Asks Academic Freedom, Federal Aid

MIAMI, Fla.—After a six-hour session, climaxed by the passing of twenty-one resolutions, notably one on academic freedom, the National Congress of Parents and Teachers ended its convention here.

Mrs. B. F. Langworthy, of Winnetka, Illinois, national president, yielded the chair during the closing hours to make an appeal for the academic freedom pledge, which was opposed as not germane to the congress.

"Don't be reactionary on any resolutions or on any of your decisions," she said. "Be progressive and look to the future."

The resolution, which was finally carried by a vote of 86 to 58, read:—

"We believe that the continued success of our democratic form of government depends upon our children learning to think independently. To learn this, it is essential that the teachers of our schools present to the children, in a way that is fair and unemotional, all sides of controversial questions that are within the mental grasp of the group being taught."

In another resolution the congress endorsed the belief that the Federal Government should assume responsibility for equalizing educational opportunities among the States whether on the emergency or permanent basis, the right to administer and control education always to be reserved to the States."

The congress also passed resolutions favoring adequate appropriations for Federal agencies, such as research bureaus, and recommending "employment of trained workers when available, to supervise or conduct parent education," in which "responsibility" was declared to be "local, State, and National."

Gorhamites Gather

BOSTON. — The Gorham, Maine, High School Association of Boston recently held its annual meeting in the Parish house of the First Congregational Church in Cambridge. Charles C. Shaw, principal of the school for thirty years, was the guest of honor. Gorham is the town where the Civil War governor of Massachusetts, John A. Andrew, went to school. Local educators from Gorham include Professor-emeritus Edwin H. Hall, of Harvard University; Headmaster Charles H. Sampson, of the Huntington School; Clifford R. Hall, superintendent of schools at Natick; Dr. Raymond G. Douglass, of the Massachusetts Institute of Technology; Dr. Helen G. Russell, of Wellesley College; Principal Manfred L. Warren, of Lexington High School; Principal Elmer S. Ridlon, of Sutton High School; and Willard W. Woodman, who recently retired from the principalship of Peabody High School. Officers of the association are: President, Robert C. Rounds, of Cambridge, a Boston attorney; vice-president, Frederick H. Dole, of Medford, author and head of the English department at Roxbury Memorial High School, and secretary, Miss Lillian S. Smith, of Milton.

Married Women Win

CONCORD, N. H.—The House of Representatives here recently killed a bill providing that no married women should be employed as public school teachers when an unmarried normal school graduate was available.

Art Education Today

A publication in memory of Arthur Wesley Dow, presenting an open forum in which current opinions on art teaching are discussed by those whose significant work in various art fields makes their messages of distinct importance. Among the several contributors are George J. Cox, Charles J. Martin, Ruth Reeves, Eugene G. Steinhof, H. Rosabelle Macdonald, Irwin Edman, and Francis H. Taylor. With its attractive typography of 96 pages and 60 illustrations, Art Education Today should prove a valuable addition to every art teacher's library.

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P-165

THERE IS A REASON, A TIME AND PLACE FOR CHEWING GUM . . . FOUR FACTORS THAT HELP TEETH LAST A LIFETIME ARE: PROPER NUTRITION, PERSONAL CARE, DENTAL CARE AND PLENTY OF CHEWING EXERCISE

Advises College Activities Be Integrated With Educational Aims

NEW YORK. — Extra-curricular activities are not "an end in themselves" and have little value unless they are closely integrated with the main objectives of educational institutions, Roscoe L. West, president of the New Jersey State Teachers College at Trenton, told more than 500 delegates at the closing session of the spring conference of the Eastern States Association.

"Some activities in our colleges and schools have run away with themselves," Dr. West said. "For example, in some institutions athletics have been utilized as a means of getting publicity, or raising funds to build large stadiums and to make sufficient sums to support other activities."

These abuses, he said, were the result of a failure to relate the extra-curricular activities to the objectives of the whole cultural program.

In referring to teachers' colleges, he listed four objectives that he declared needed the support of the "total life" of each institution if they were to be fulfilled. These objectives were a cultural and liberal development encompassing the arts and sciences; a thorough mastery of the subject matter to be taught; an adequate knowledge of the nature of children and the acquirement of personality traits that will permit the individual to follow as well as to lead.

Dr. West commended the action of Harvard University in changing its athletic policy so that henceforth minor sports will be supported by endowment funds instead of by revenue from football games.

Experts Warned

Professors Are Told To Remain in Bounds

NEW YORK.—College professors as experts in their special fields are destined to become increasingly important in national and professional life, but like other experts, they must be kept in their place, according to the annual review of legal education made public by the Carnegie Foundation for the Advancement of Teaching. Without referring to the part played by professors in the New Deal, the review warned that even professors have their limitations. "Possessing infinitely greater knowledge and capacity than a mere layman can ever hope to acquire, he (the professor) is subject to the temptation of confusing the part which he knows best with that whole of which we all know so little," said the report, prepared by Alfred Z. Reed, in charge of the endowment's department of legal education. "Soldiers, bankers, educators—to cite only outstanding groups—cannot safely be left to themselves. They are liable, in all honesty, to identify the well-being of the community with that of their particular institution, organization, professional coterie, or social class. Under conditions of popular self-government, the expert must inevitably share responsibility with those who are less well-informed and less efficient. He helps to mold but he does not govern public opinion."

Cabins Guide

Motorists Offered Free Lists of Cabins

HAVERHILL, Mass. — With the recent improvements in overnight cabins, teachers have become among the most numerous of their patrons, it has been discovered. If vacation plans include a motor trip through New England, or to New York, Pennsylvania, or Canada, the 1935 edition of "Cabin Trails" will be found useful. This is a dependable guide which lists more than 150 of the better cabin properties in these localities. All have been personally inspected every season and approved by the publisher, working in co-operation with the New England Council. The locations of the cabins are plainly indicated on a map, and concise and honest descriptions help in choosing the type of accommodations desired. The guide, which now enters its sixth year, will be out May 25th, and will be sent free so long as copies last. Requests should be addressed to "Cabin Trails," Room 526, Grant Building, Haverhill, Mass., accompanied by a three-cent stamp for postage.

China Drills

NANKING, China.—China fell into line with world-wide armament activities recently by ordering that all her male high school and college students undergo at least one year of intensive military training. In 26 per cent of the country's colleges and high schools compulsory military training is already in effect. The new order will extend the system to all of China's 1,440 institutions of learning of these categories. In addition to the provisions made for secondary schools and colleges, the government's order requires that boys in elementary schools receive the equivalent of Boy Scout training, "to instill military fundamentals."

School Age Boosted

New York Raises Attendance Age to 16

ALBANY, N. Y.—Children generally will be compelled to attend school until they are sixteen years old, instead of fourteen years as now, under a bill signed by Governor Herbert H. Lehman. The law becoming effective at the beginning of the 1936 school year. "This bill," the Governor wrote in a memorandum, "provides that in every school district of the state all children from seven to sixteen years of age, with certain exceptions, shall attend upon full time day instruction. The present law requires attendance only to the age of fourteen. The provisions of this bill become effective September 1, 1936, thereby giving our school systems ample time to adjust themselves to the new requirements."

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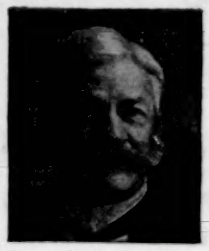

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On the Air

Beverly Broadcasts Activities from School

BEVERLY, Mass.—A series of radio broadcasts of school activities are being made at Beverly High School over a local station. These programs are given two mornings a week from 9 to 9:15 o'clock, direct from broadcasting facilities at the school. Fred H. Pierce, principal, is the announcer.

Hitler Welcome

Dartmouth Would Let Him Give Lectures

HANOVER, N. H. — An emphatic assertion that freedom to discuss and study all forms of government should be preserved in American colleges came recently from President Ernest Martin Hopkins, of Dartmouth College. Declaring that he would be willing to have Stalin, Hitler, and Mussolini lecture at Dartmouth, he explained that a knowledge of other points of view and of what is going on in other parts of the world is necessary for a comprehension of social values. "There is no red menace in American college," he declared. "But there is no reason why communism and fascism should not be studied and analyzed in our higher institutions of learning. The quickest way to eliminate Americanism is by curtailing knowledge and speech."

Only a Theory

Beautiful and Dumb Impossible Combination

PHILADELPHIA, Pa.—Refutation of the opinion that some girls are beautiful and dumb was made recently by two university leaders. H. Jean Crawford, director of women at the University of Pennsylvania, said: "The two things are incompatible. True beauty is born of intelligence. Only intelligent people can be truly beautiful." Edna Clark, acting dean of women at Temple University, declared that she did not know where the "beautiful but dumb theory originated." An examination of scholastic records at almost any co-education institution, she said, disproves the belief.

Essay Contest

Better Housing As Subject for Competition

WASHINGTON.—A better housing educational contest open to all high schools in the country has been started by the Federal Housing Administration, assisted by a national committee and an advisory committee of industrialists. The industrial committee will donate prizes. The contest is based on an essay written in speech form not to exceed six minutes to deliver orally. The subject matter, literary quality and effective delivery will be taken into consideration in judging. Eliminations will be made by districts. Two students, a boy and a girl, will be selected from each school in the contest. These will compete in the district eliminations. State finals will be determined from district winners. Elimination for the national finals will follow.

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Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

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G. & C. Merriam, Springfield, Mass.

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Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

When Children Are Labeled

(Continued from Page 276)

Therefore any teacher who will give serious thought to the phenomena we have been considering will resolve that from this time on she won't allow herself to indulge in idle gossip about any one, most especially about her pupils. She will observe the alphabet of good breeding, if not of her profession, by never allowing herself to sink to the level of speaking disapprovingly of any absent person, child or adult. In case she really cares to help a child leaving her grade, who has been a problem, she will discuss his difficulties professionally with the next teacher. She accordingly will tell that teacher about every constructive effort which she found workable in winning the co-operation of the child.

•

One should like to feel there could be no occasion to beg teachers never to joke with one another over errors made by children in the classroom, or to refer contemptuously to any pupil, or make fun of him. Yet frequent complaints from parents indicate that some teachers are guilty of this crime against humanity. And more terrible still, now and then one hears of a teacher who will actually call a pupil to his face a dumb-bell.

I wish that every teacher who believes such human frailties as we have treated in this article to be worthy of his consideration would work on himself and try also to prevail upon his fellow teachers to discipline themselves against these frailties. None of us can hope, I guess, to make up entirely for these shortcomings. All of us will betray them occasionally, to some degree at least. Nevertheless to think about their dangers to the mental health and happiness of children, and to realize the sordid levels whence they spring, ought to help us gain in self-improvement and make others want to do a little better, too.

The Alcove for New Books

Literary Journey

HIGHROAD TO ENGLISH LITERATURE. By Elizabeth Collette, Peabody High School, Pittsburgh, Pa. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Not only a highroad but rather a joyous road is this to English literature. It invites and beckons. It is informal, varied, and revealing. Covers, illustrations, literary maps—all allure. Even the size suggests the possibility of mastery. The guide book does not overshadow the books which it serves to introduce.

The literary periods or epochs are clearly characterized, as are the principal writers of each period. Passages chosen for quotations throughout the volume are significant samplings.

Of special value is the suggested device called "The English Journal," to be produced by the pupils under one of their number as editor.

This "Highroad to English Literature" opens up the usual readings and backgrounds required of high school students pursuing a course in English literature.

More than usual prominence is given to contemporary authors. Although pupils may be glad to have met authors of the past, most of their reading after graduation will be done in modern books. The ability to select these with discrimination will be most valuable, and the cultivation of that ability, so far as British writers are concerned, should be one outcome of classroom study based upon this text.

• •

Non-Mournful Numbers

HOW WE USE NUMBERS. A Second Grade Number Book. By Leo J. Brueckner, University of Minnesota; C. J. Anderson, University of Wisconsin; G. O. Banting, Superintendent of Schools, Waukesha, Wisconsin; Elda L. Merton, Elementary Supervisor, Waukesha, Wisconsin. Philadelphia, San Francisco, Chicago, Atlanta, Toronto, Dallas: The John C. Winston Company.

The number book for the second grade in the Triangle Arithmetics is an example of the fascinating textbooks available today for teaching even the most old-fashioned and basic subjects. There is a dash of color, a happy employment of picture, diagram, and story, which show how well the authors and publishers have remembered their own childhood and the things which they liked and could understand.

To the learner using this book, numbers can hardly remain hazy abstractions, cloudy sets of figures. The simple relations and combinations of numbers will be seen and almost felt, as these grow into consciousness and habit.

This is the sort of text that a child will take up with glad anticipation; a text from which he should learn so agreeably and easily as to wonder what some older folks mean when they say arithmetic is a hard study.

To look over this little volume and to think back to the corresponding texts of even a decade ago—is to marvel and rejoice.

• •

Schools of Today

PARENTS LOOK AT MODERN EDUCATION. By Winifred E. Bain, Ph. D., New College, Columbia University. New York, London: D. Appleton-Century Company.

Modern parents, whose contacts with the schools are confined to rare visits or to the stories their children bring home, are likely to be somewhat aghast at what they observe. Aims and methods must indeed have changed a great deal since their day, they rightly conclude. But they do not see the reasons for such changes, nor do they obtain a comprehensive view of the modern school, for it comes to them in broken glimpses.

Winifred Bain has had the imagination to see what parents want to know, and the desire and ability to supply the needful guidance.

Miss Bain traces the newer educational procedures up from the nursery school to the high school, but with major attention placed upon the lower grades. She undertakes to show why a schoolroom looks less orderly than it once did; why there is so much less of discipline (old style) and uniformity.

While the book is designed for parents, many a teacher who feels herself behind the times could quickly grasp the modern or progressive point of view through perusal of this book.

Illustrations are numerous, both beautifying and illuminating the text matter.

• •

Europe Seethes

EUROPE—WAR OR PEACE? By Walter Duranty. World Affairs Pamphlets No. 7. Published jointly by Foreign Policy Association, New York, and World Peace Foundation, Boston.

We welcome No. 7 in the "World Affairs Pamphlets," with its illuminating statement of the European situation. Walter Duranty writes from a background of twenty years' experience and keen observation as European correspondent of the New York Times.

Mr. Duranty sees the age-old rivalry of Germany and France as the principal key to understanding present-day stresses in Western Europe. The treaties following the World War perpetuated the division of Europe into two camps. The League of Nations, founded with the hope—in some quarters at least—that it would gradually bring about adjustments of treaty inequalities, has become a means of insuring the supremacy of France and the continued humiliation of Germany. But Germany has resolved not to remain humiliated and has endowed Hitler with unqualified authority to win back Germany's place in the sun. So Germany quits the French-dominated League. Meanwhile, Italy also arises to seek a place in the sun, and like Hitlerized Germany, pins its ultimate faith on force.

So runs the graphic explanation given by Mr. Duranty.

Not content with generalizations, the author takes up separately the part played by every European nation or group of nations in the complicated struggle now taking place in the political arena. Will that struggle be transferred to the field of battle? The reader will find this question thoughtfully debated in Mr. Duranty's pamphlet. The nations are feverishly arming for war. What are the imponderables tending to keep them from such a catastrophe?

Mr. Duranty has achieved the seemingly impossible in giving a clear and comprehensive picture of the complex European struggle in the small compass of forty-odd pages.

Winshipisms

"Many a school system needs draining. There is too much on the surface."

•

"A school well disciplined is doing much for its children."

•

"To lead a boy aright is worth vastly more than to lead a man aright. It is dealing in futures without taking risks."

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"Malice and mischief are a long way apart. Never confuse them in your treatment of pupils."

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Grins Between Grinds

Not He

Two backwoodsmen knocked at another backwoodsman's door.

"Hello, Ed," said one as the door opened. "Say, we came across the dead body of a man over there in the hollow and we kinda thought 'twas you."

"That so? What'd he look like?"

"Well, he was about your build—"

"Have on a flannel shirt?"

"Yep."

"Was they knee or hip boots?"

"Let's see. Which was they, Charley? Oh, yes, they was hip boots."

"Nope," said the backwoodsman, closing the door. " 'Twasn't me. I don't wear hip boots."

• •

Conservatism

The Presbyterian minister had been summoned to the bedside of a Methodist woman who was very ill. Going up to the house he met the small daughter of the sick woman.

"I am glad your mother remembered me in her illness," he said. "I suppose your own pastor is out of town?"

"Oh, no," answered the child, "he's at home, but we thought mother might have something catching and we didn't want him exposed to it."

• •

If

Mabel — "What's worrying you, David?"

David—"I was just wondering if dad would see to the milkin' while we're on our honeymoon, supposin' you said yes, if I asked you."

• •

Pleasant Diversion

Mr. Groucher — "Darling, I don't think you ought to give meals to all the tramps when they call here. We can't afford it."

Mrs. G.—"I know it—but you know it is such a great satisfaction to me to see a man eat a meal without finding fault with the cooking."

• •

Problem Parent

"Daughter," said the anxious mother, "what qualifications has this young man, that you are so anxious to marry him?"

"Well, mother, he dresses well, he has a rather nice car, he is a graceful dancer, he—"

"But has he a job? Has he saved any money?"

"Oh, I don't know that, mother! You have the funniest ideas!"

• •

Cheek

First Co-ed—"The cheek of that conductor. He glared at me as if I hadn't paid my fare."

Second Co-ed—"And what did you do?"

First Co-ed—"I glared right back just as if I had."

• •

Possibly Brown

Mason Stone, of Montpelier, in his history of Vermont education tells of a visit to the district school by the chairman of the School Board. He arrived during the recitation of the geography class and the teacher invited him to ask some questions. This was one: "Who can tell me what color Connecticut is?"

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The Editors Say...

Much has been said lately about educating the **whole child**. And some things are being done about it. But how little do we hear about educating the **whole man**! We are glad to have that silence broken by Dr. Carl Holliday, with his article, "Died a Specialist," which leads the procession of reality-hitting pieces in this issue.

Another article drawing attention to a neglected spot in education is "Misfits in the 'Gym,' " by Dr. Myers.

Possibly our Prize Story, "Melting Pot," has no pedagogic moral to it, but it certainly has atmosphere and good telling. Rosa lacks three letters of being **perfect**—these being fec—but you'll like her.

Every administrator will find valuable suggestions in Dr. Eginton's "Checking Vital to Administration."

Other titles speak for themselves.

•

Our next issue—June 17—will contain much interesting material—suitable for winding up the school year with a flourish.

Our Subscription Department asks us to say it's an awfully nice thing all around to get your subscription paid up before vacation. As an inducement—on **all** subscriptions paid **this month** an extra two months will be credited as a bonus—provided you mention this offer.

•

Treasure Hunt

FABIFILIAINNYCTIDEREGET

It looks like an inscription on a Roman monument, before they bothered to divide their words off with spaces. However, it is worse than that. Three English words that make good sense have been scrambled. To unscramble them is our Treasure Hunt for today.

Locate the series of three words in an advertisement in this issue. Mail your answer to Journal of Education Treasure Hunt, Six Park Street, Boston, Mass. **Every one** mailing the correct answer on or before June 25 will win a four months' subscription to this magazine. This he may either give to a friend, or—**if he has never won before**—claim as credit for himself.

Answer to Treasure Hunt of May 6 was—Figures that give the Facts—found on page 247 of that issue.

Mail your answer to to-day's Treasure Hunt promptly. It cannot be counted after June 25.